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History: its Place in the Curriculum of the Secondary Schools.

Submitted by

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History: its Place in the Curriculum of the Secondary Schools.

I. The Nature of History.

(a) early conceptions of history

(b) modern views

II. Development of the Study of History in the United States.

(a) ancillary to the study of the classics, up to 1815

(b) history as a source of information

(1) National Education Association Committee, 1876

(2) Boston program, 1878 to 1887

(c) history as a source of discipline

(1) Committee of Ten, 1892

(2) Boston program, 1898

(3) new college entrance requirements, 1900

(4) Committee of Seven, 1896

(d) the sociological aim of history

(1) Committee of Five, 1907-8

(e) present aim of history

(1) theories concerning the distribution of history

a. natural interests

b. "culture-epoch"

c. contiguity in space and time

(2) Boston program, 1908

(3) Committee on Social Studies, 1916

P 141

(4) Philadelphia plan, 1918

(5) Committee on History and Education for Citizenship, 1919

(6) a Boston high school program, 1919-1920

(7) the "Study of Nations"

(8) program proposed by the Massachusetts Board of Education, 1918

III. Proposed Place of the Study of History in the Schools.

(a) program for the college and normal divisions

(b) program for the commercial divisions

(c) program for the general divisions

IV. Summary.

(a) the value of history

(b) the general purpose of historical instruction

History:its Place in the Curriculum of the Secondary Schools.

History,meaning "learned," and derived from the Greek word "to know," was first applied to an inquiry into any subject,especially into questions of a legal character,conducted for the express purpose of finding out the truth. Not until the fifth century before Christ* was the term "history" used in connection with the discovery of information distinctly historical in nature, and then the history,as written by Herodotus,was simply an entertaining narrative in which the author included only those facts which he considered to be worthy of mention. Legends,myths,and fables constituted the history of the time. During the Peloponnesian War,a different conception of history developed,and was embodied in the work of Thucydides,* who wrote a contemporaneous history of the War,with the specific intention of giving a true account, which would convey lessons useful in politics. Although this new type of history,with its didactic purpose,became popular,the narrative history still continued to be prominent,with the result that,although various periods and phases were excellently portrayed,no continuous history,showing the development and continuity of civilization,was available. However,during the last fifty years,the idea that history is a science,and that its aim and method should be considered scientific,has become steadily domi-

(I) Henry Johnson,-"Teaching of History," page I9.

(2) " " " " " " 2I.

nant.* If history is to be regarded as a science, then the whole series of changes in society must be represented as vitally connected and leading out of one another; but this is a difficult problem, because any change in society as a whole must consist of every act of every individual making up the society. Furthermore, there is always a considerable amount of chance or accident in human affairs, because an event which has occurred once may never happen again, or, if it does, it will not appear with exactly the same characteristics; hence, human actions and thoughts, which constitute the subject-matter of history, are not capable of being reduced to general, abstract principles. The only way in which history may be considered a science is in the fact that its fundamental idea is one of development, and hence it deals with change and its causes.

Three kinds of changes may be said to have affected the selection of the subject-matter of history during the seventeenth and eighteenth centuries.* The most important of these are the general changes in society, as embodied in the failure of ecclesiastical institutions and the aristocratic element in society to maintain political, religious, social, and economic control, in the development of democratic principles and power, and in the revolutionary transformations in industrial and commercial life, which demanded new industrial education, and especially an economic interpretation of history; second, the changes in the nature of the subject itself, due to the fact that historians show a wide vari-

(I) J.W.Allen,-"The Place of History in Education."

(2) Samuel C. Parker,-"Methods of Teaching in High Schools," page 55.

ance in their interests and aims;and,third,the changes which have appeared in the character of the pupils themselves,who were formerly the sons and daughters of the wealthy and aristocratic families,but who are now the children of the masses.

As a result of these changes,history is now considered to be "the story of man living in social relations in the world,as traced in various records and memorials;"* and,hence,it deals with human life in the process of growth.

As to what the aims of history shall be depends on whether history is examined to discover what it may,in its own power,do for society,or whether the needs of society are first examined and determined,and then the aims of history are made to meet these needs;in other words,the aims are found,by the first method, in the subject itself,but,by the second method,they are constructed according to a definite intention to make the subject of some value. On the whole,the aims of history,and,hence,the selection of material and the method of treatment,have been determined by this fixed purpose.* The aims or values commonly proposed and claimed for history may be classified in four groups,corresponding to four periods in the development of the study of history in the schools of the United States. Until 1815,it was taught as incidental to the other subjects,and was usually considered of value only as auxiliary to the study of the classics. At that time,especially in Massachusetts and in New York,history began

(1) Levi Seeley,-"Teaching:its Aims and Methods."

(2) Henry Johnson,-"Teaching of History," page 57.

to be introduced as a separate subject, first in the secondary schools, and later in the elementary grades. No courses in history were offered, but merely subjects; and, in the grammar schools, especially in the last two grades, only American history was taught. while among the secondary schools, which were at first merely publicly supported Latin schools, some offered American history, some a general course, and others ancient or even English history. While the lower grades emphasized American history, the high schools gave more attention to foreign countries, until 1870, when it became generally recognized that history was a subject essential to the curriculum, and was more and more included in the college entrance requirements. In 1876, a committee of the National Education Association recommended that the history of the United States should be required in the elementary grades, and "universal history and the Constitution of the United States" in the secondary schools.*

The course recommended in the Boston high schools, in 1878,* consisted of ancient history, in the first year; mediaeval and modern history, in the second; and modern history continued in the third year. The number of periods devoted to the subject varied with the different schools until, in 1887,* the schools of Boston were required to give two hours of Greek and Roman history in the first year, two hours of mediaeval history in the second year, and modern history and civil government (of the United States and of Massachusetts) for the third year, concluding with an intensive

(1) Henry Johnson,-"Teaching of History," page 133.

(2) The Historical Outlook, February 1920, " 59.

(3) " " " " " " "

course in some special period, in the fourth year.

In 1892,* the Committee of Ten, appointed by the National Education Association, recommended an eight year requirement, to be divided into four years in the elementary schools, and four years in the high schools; this was to begin with biography and mythology in the fifth and sixth grades, American history and the fundamentals of civil government in the seventh, Greek and Roman history in the eighth, French history for the first year of high school, English history in the second, American history in the third, and an intensive study of some special period, with civil government, in the fourth year. This program proved too difficult, and, for some time, the different school systems constructed their own history programs; for example, Boston, in 1898,* recommended no specific course, but gave a list of textbooks dealing with Greek, Roman, English, American, and general history.

With the adoption of new entrance requirements in history by Cornell, the University of Pennsylvania, Tufts College, Dartmouth, Mount Holyoke, and Harvard, in 1900, which required a greater range of historical instruction, the history program in the secondary schools began to be extended.* Meanwhile, in 1896, the Committee of Seven,* having secured valuable information by means of a series of circulars, by discussions in the historical associations, and by a direct study of the history curriculum in Germany, France, and England, reported that the history course should be a continu-

(1) Henry Johnson,-"Teaching of History," page 134.

(2) The Historical Outlook,-February 1920, " 59.

(3) Henry Johnson,-"Teaching of History," " 141.

(4) Report of the Committee of Seven,-"The Study of History in the Schools."

ous one, in order to show the development of the race; and, therefore, it suggested that the curriculum be divided into four blocks; (I) ancient history, with special reference to Greece and Rome, and with a brief introductory survey of the Oriental nations; (2) mediaeval and modern history; (3) English history; (4) American history and civil government. They did not favor a short course in general history, because it would result in either mere memorization of facts, with no opportunity for constructive thinking, or the acceptance, by the pupils, of a number of abstract generalizations. The Committee further recommended a minimum college requirement of two units. This plan was adopted by many of the schools, and remained in use until the report of the Committee of Five,* appointed by the Council of the American Historical Association, in 1907, appeared in the following year. Their program included ancient history, to about 800 A.D., for the first year of high school; English history, to about 1760, in the second year; modern European history, inthe third; and American history and government, during the fourth year. Although this plan was adopted by some schools, the program of the Committee of Seven remained the one followed by the majority of the schools. This situation was typical of the difficulty encountered by educators, in the construction of a history program, because of the fact that the United States possessed no national system of education, with a national authority which could maintain a uniform program, and also because the elementary and secondary schools

(I) Report of the Committee of Five, -"The Study of History in Schools."

were distinct educational agencies, with absolutely separate curricula.

Following the incidental value attached to history, which became less important as the attention given to the study of the classics decreased, there developed the claim that history was of value chiefly because it increased the range of information. This led up to the idea that history contained certain disciplinary values, and this conception remained dominant for some time. It was claimed that history (I) developed the habit of arranging systematically the information gained from the subject, and also the power of accurate observation, inference, and judgment of the thoughts and feelings of men, as embodied in their acts; (2) afforded an excellent means of moral education, and constituted a vital force in character building, because contact with men and women of great moral worth, as described in history, would give moral strength to the pupils, who are naturally interested in persons, would aid them in their school conduct, by arousing their desire for right action, and would broaden the lives and spirit of the pupils, by revealing the results of important universal problems; (3) provided excellent training for the memory; (4) gave opportunity for practice in the power of expression, through the oral recitation and through written work; (5) inculcated patriotism, by showing the value, meaning, and duties of citizenship and of government; and, (6) gave the pupils practice in the use of books, and made them ac-

quainted with the best literature.

Some of these aims and values are of such a general, intangible character, that they may be said to be capable of being connected with any subject besides history. Memory is used, to be sure, in the acquisition of historical information, but, it is used to possibly even greater extent in English courses, in the study of poetry and drama, in Latin in the learning of paradigms, and in arithmetic in fixing in the mind the multiplication tables. A course in English literature, or, in fact, any course in English, gives much greater opportunity to become acquainted, not only with the best literature, but also with all kinds and types of literature; while, in history, references to collateral books are usually made spasmodically, and are limited to only those books or articles of a distinctly historical nature. In the sciences, especially in physics and chemistry, more than in any other subject, accuracy in observation, comparison, organization, and inference is absolutely essential in every lesson. The patriotism that is taught in history is too often not genuine, and only temporary; furthermore, the stories of great men and women are presented in such an unorganized, abstract way that the children, although at the time admiring the qualities of the persons studied, still do not make the logical connection between the ideal conduct and their own. Although good expression should be required in all oral and written work, it is especially the province of teachers of English and of elocution

to train the pupils in this.

About 1900, a change occurred in the values claimed for history. The fundamental value became a sociological one, and this was commonly divided into direct specific, and indirect and general.* As history deals directly with human activity in actual movement, and, because of its vast range of material, gives contact with conditions of widely different character, it is said to have (I) certain social-civic values; that is, it influences (a) the personal conduct of the individual, by increasing his range of experience, directing his innate tendencies, and stimulating ambition, ideals, and standards of conduct; (b) the participation of the individual in group activities, by giving an understanding of the institutions of home, church, state and business, and of their relations and functions, through a knowledge of institutional growth and development; (c) the solidarity of the community, by supplying a means for the development of a common body of knowledge and of common ideals and standards; (2) vocational values, which are derived from the study of commercial and industrial development, and its contribution to society; (3) avocational values, because it may furnish a basis for future enjoyment, especially in mythology and biography; (4) value as a basic study for other subjects, such as sociology, literature, and philosophy. Among the values which are general and indirect, it is claimed that (I) history offers valuable fundamental concepts, such as those concerning the continuity of civilization, and its dependence upon the

(I) Alexander Inglis, -"Principles of Secondary Education," chapter I6.

past and its responsibility for the future; (2) the efficiency which is gained in the study of historical material may be transferred to material and situations of the same or relatively similar character.

Although history may influence the life of a person as an individual, and as a member of a group, and may affect the social consciousness of the community, the possibility of such a result is so variable that it would be more satisfactory to consider the fundamental, specific aim of history to be "to make the world intelligible,"* by giving the pupils a view of human life, past and present. To this, the other aims, direct and indirect, should be incidental. However, a mere knowledge of these events is not sufficient; all historical facts must be made realities and must be related to the experiences of the individual. With this as an aim, the value of the study of history will depend on the selection of the subject-matter, the method of treatment, and the ability of the pupils to visualize the events under consideration, and will be in direct proportion to the degree to which it reveals vital problems, common to men, and the methods which have been used in their solution. Since every situation in history is an attempt to solve some problem, and since all great problems of society are continuous, the supreme aim of historical instruction, - to reveal the development of society, its present condition, and the relation of cause and effect in human affairs, - is one which meets a fundamental need of men and women, and which history alone is capable of furnishing; for, although literature is

(I) Henry Johnson, - "Teaching of History," page 75.

concerned with the thoughts and feelings of men, and natural science deals with the material world, still these very subjects and others are but manifestations of the development of the human race, and have a history of their own.

If the scientific point of view concerning history is taken, the treatment becomes wholly impersonal, and no dramatic or human elements are allowed to be present; but, on the other hand, if history is regarded as simply a stream of events, in the form of pictures, the point of view becomes a personal one, and the treatment is either imaginative or realistic; but this method establishes nothing, and gives us no explanations; in other words, history becomes nothing more than a novel, to be enjoyed at the time of reading, but to be forgotten in a new interest in some other thing. The scientific conception of history is of value for intellectual development only, while the view of history as a series of pictures contains only aesthetic value; hence, a combination of the scientific and of the imaginative is necessary to make the study of history of any value to the students.

Since history is a subject of doubtful value, and offers no regular order of progression from the simple to the complex, there have been several theories as to the best distribution of history in the curriculum; *one is that the natural tastes and interests of the children should determine the place of history in the school programs, and that history should be available only in so far as it

(I) Henry Johnson, -"Teaching of History," page 31.

concerns situations and actions similar to those in which the children are interested;but such a program is not the only one that is interesting,and,indeed,it may be of interest to some children,and at the same time be wholly distasteful to others;furthermore,interest in any subject may be aroused even when it does not seem to exist. The second theory is the "culture-epoch" one,according to which it is believed that the individual,in his mental development, must pass through the same stages as the human race has come through in its cultural development;for example,-in the primary grades,the children are to be considered in the primitive stage of development, and,therefore,the history which is to be presented must deal only with primitive civilization. In this case,only those historical facts must be selected which will coincide in their degree of culture with the development of the children;thus,there is no chronological continuity,and the facts which are presented are not necessarily treated as historical. On the other hand,the distribution of history may be guided by the development of the historical sense, and the history which is given first must be the first stage in the human conceptions of history;thus,since the first manifestation of the historical sense was embodied in myths and legends,these must be the first in the history program,to be followed by critical narration and constructive investigation. The "culture-epoch" theory is based on the idea that a certain uniform order of development in cultural progress is followed by all people,and that this prog-

ress is from simple to complex;but,the order of cultural development depends on the environment of the people,and hence different people follow different orders of progress. The third theory is that history should begin with those things that are near to the children in point of time and place,and advance to more remote things. Although,in every lesson,a point of contact with the pupils' experiences should be established,it does not ensue that the history program should begin with those things familiar to the children,and then proceed to things more remote in space and time.

Following these new developments,in 1908,* the program in the Boston high schools included,in the first year,ancient history, to the fall of the Western Roman Empire;in the second year,mediaeval and early modern history,to about 1700 A.D.;modern European history,in the third year;and the political history of the United States,or,college preparatory history,in the fourth year. At least three points in history were to be required for graduation. In 1913, no course was given,but,as in 1898,a list of prescribed textbooks was published,and this included ancient,American,mediaeval and modern,and general history.

In 1914,the preliminary report of the Commission on the Reorganization of Secondary Education of the National Education Association,appeared with the report of the Committee on Social Studies;and,by the completed report of 1916,* it was suggested that,in the first year of the high school,should be included civics,with

(1) The Historical Outlook,-February 1920,page 59.

(2) " " " March,1920, " III.

" " " February,1920, " 67 to 68.

emphasis on the state, national, and world aspects, for one half the year, and the economic and vocational aspects for the remaining half year, or, economic and vocational civics, with economic history, for the entire year; for the second year, European history and the beginnings of American history; in the third year, European history since the end of the seventeenth century, for one year, or for half the year, with an alternate course in American history since the seventeenth century; in the fourth year, problems of American democracy. The reasons given for such an arrangement were:-(1) in small high schools, it is not practical to give more than two units of history, while, in the larger high schools, the majority of the pupils take no more than two units of history; (2) the extensiveness of the period in European history up to the seventeenth century gives opportunity for a wide range in the selection of material, and for a continuous development of some topic, irrespective of chronological order; (3) because of the abundance of material in recent history which is more suitable to pupils in the high schools, a large proportion of time is given to European history since the seventeenth century. Unless the civics and the economic history are treated in the simplest terms possible, the pupils of the first year will fail to grasp the fundamental economic principles, and will be prejudiced against history. Furthermore, the very extensiveness of the European course, with its survey of ancient and Oriental civilization, constitutes a serious danger in itself, because, unless the

course is planned in almost perfect detail from beginning to end, there will be a tendency to spend considerable time on a few points at the beginning, and then hurriedly to survey the remaining facts, in order to cover the ground.

In 1918, Mr. Charles A. Coulomb,* the superintendent of schools in Philadelphia, outlined the proposed course of study for the high schools. This was to consist of current events, in the first year; modern world history, beginning with the middle of the seventeenth century, in the second year, with special emphasis on political, economic, and social development; and, in the third year, United States history, during the national period, and treated topically. Although the topical method may create a spirit of investigation, and may make the pupils familiar with the use of books and of libraries, still it is not satisfactory for all periods and phases of history. Modern world history is too broad a field for one year's study, and it would be more satisfactory if the modern history were confined to the principal countries of Europe, especially England, and to America.

In 1919, the Committee on History and Education for Citizenship, representing the National Educational Association, the American Historical Association, and the Committee for Historical Research, outlined a course of study for the elementary schools, the junior high school, and the senior high school. In the first year of high school, it was recommended that a course on community and

(1) The Historical Outlook, - February 1920, page 80 to 83.

national activities, combining recent economic and social history with commercial geography and civics, should be given. In the following years, the course should deal with the modern world, beginning with a study, mainly of European history, of the progress toward world democracy since 1600, in the second year; United States history, during the national period, in the third year; and social, economic, and political principles and problems, during the fourth year. The Committee agreed that not less than four years, five hours a week, should be devoted to the social studies, and that the minimum requirement in history, for a student taking a full four-year course, should be the two courses given in the second and third years, - a course in modern world history (except America) from the middle of the seventeenth century, and a course in American history, treated topically, beginning with 1789, - with special emphasis on the political aspects. The elective courses, which need not be followed in chronological order, were: - (1) the ancient world, to about 800 A.D.; (2) a survey of ancient and mediaeval history, to the middle of the seventeenth century; (3) the history of England and the British Empire; (4) an intensive study of some special period or movement in American history, or of local or state history; (5) an intensive study of some special phase of European history; and (6) an intensive study of the recent history of the Far East.* The chief objection to the proposed program is that it attempts to cover too broad a field, and too much abstract material, with the

(1) The Historical Outlook, - February, 1920, page 67 to 68.
(2) " " " March, 1920, " III.

evident result that the pupils will gain no definite knowledge of events or institutions of importance. The alternate course offered for the first year pupils not intending to complete the senior high school course, and giving a view of the progress of civilization, from the earliest times to 1650, would deal too much in generalities, leaving the pupils with little definite information; while a course restricted entirely to English history would allow no opportunity for understanding the great European movements, such as the Renaissance and the Reformation.

For the year 1919 and 1920, the history program for one of the high schools in Boston consisted of:-(1) for the first year students, the course was to consist entirely of myths and legends of Greek and Roman heroes and expeditions. No formal textbook was to be used. The aims of such a program were:-to cultivate clear, accurate expression; to create an interest in books; and to exercise the power of observation, description, and narration. (2) The course for the second year students in the college division dealt with Greek and Roman history, as contained in Botsford's "History of Greece" and "History of Rome," and West's "The Ancient World." The aims were:-to train for systematic study; to arouse interest and enthusiasm; to correlate history, geography, art, and literature; and to cultivate proper ideals of government. The students of the other second year divisions were to study Myers' "Mediaeval History," with special attention on feudalism, the origins of constitutions, economic con-

ditions, the growth of national consciousness, and the growth of foreign relations. (3) For the fourth year, American history was to be offered, with a careful study of some special period, especially its artistic, industrial, political, social, and economic phases. (4) English history was given as an elective, in any year, but preferably in the third year. Attention was to be paid to the economic affairs of England, the growth of responsible government, the Industrial Revolution, the changes in commercial and colonial policy, and the reforms which affected the economic, social, and political life. The aims for this course were :-to develop the habit of critical reading; to form the habit of definite thinking; to train the pupils to combine and correlate facts, opinions, and statistics; and to characterize a period, by giving statements reflecting the ideals, institutions, and conditions of the period studied; and to train the pupils to form their own conclusions.

A course devoted entirely to myths and legends is not sufficient for first year high school students, and gives no idea of the nature of history. Legends and myths should be used, but only in connection with Greek and Roman history itself, in order to show the nature of the people, their customs, and beliefs, and the effect of these on their social, political, and commercial life. Furthermore, ancient history should not be placed in the first year, because it is of value only to those pupils who intend to meet the entrance conditions of some college, and, for their convenience,

should come in the fourth year in order that they may prepare for the examinations, without spending several months practically re-learning material studied three years before. English history, as a separate subject, should not be given in the high school, because much of the material is not suited to children of that age, and gives no opportunity for a study of the larger movements which affected all the countries of the world. There is, also, no provision for a course on modern history, which is almost absolutely necessary because of the momentous changes now occurring.

Among the most recent developments in historical instruction is the "Study of Nations." The plan, as proposed in 1916* by Mr. Clarence D. Kingsley, was to include a study of the typical advanced nations, such as England, France, Germany, Russia, and Japan, starting with a study of the present people, their social institutions, manners and customs, industrial and agricultural conditions, and their national characteristics, as embodied in their contributions today to the world; then, the history textbooks should be used in order to find the events and conditions which were responsible for the present status of the people, and, with this, should be combined an investigation into geographical factors; the course should be concluded with a study of their future possible development and relations with other nations. Such a course would require five periods a week.

Mr. Kingsley's plan was adopted by Miss Harriet Tuell,* who

(1) School and Society, - January, 8, 1916.

(2) The Historical Outlook, - October, 1917.

constructed a course, based on the idea that "history is an explanation of life, and is necessary to a comprehension of its meaning." The nations included in this study were France, England, Germany, Russia, Italy, the Balkan States, followed by a study of nationalism and imperialism. After using this method for three years in the Somerville High School, it was revised* and now includes (I) France, - its land, industries, national development, language, influential men and women, revolutionary contributions, Napoleonic Regime, present government, colonies and dependencies, and recent national changes; (2) England, (3) Germany, (4) Russia, (5) Italy, (6) the Austro-Hungarian Empire, (7) Turkey, (8) the Balkan States, (9) the Great War, and (10) several chapters on China, Japan, and the Philippine Islands, by Professor Kenneth Scott Latourette. The values claimed for this method are:- (I) it reduces the complexity of the study of modern history; (2) the pupils are more interested; (3) the necessity for individual investigation helps to break down the autonomy of the textbook and of the old type of recitation; (4) it forces the teacher to begin with the pupils' immediate interest; and (5) it no longer makes it necessary for the teacher to seek out artificial means of arousing interest.

The chief objection to the plan is that it is too extended for the ordinary high school course, and, furthermore, no provision is made as to the length of time to be devoted to each nation, as to where or in what year the study of a particular nation is to

(I) The Historical Outlook, - April, 1920, page 157.

The School Review, - April 1920.

be introduced. Evidently, in order to avoid any tendency towards over-emphasis of American nationality, there is absolutely no provision for a study of the development and present condition of the United States. Furthermore, although a point of contact with the pupils' interests may be established by starting with George Meredith's "Ode to France, 1870," still this poem may not arouse the interests of all classes of pupils, and, even if their interest is aroused, it does not necessarily ensue that it will be maintained, when the study reverts to the "review" of the beginnings of France, without some artificial stimulus, because, from then on, the study is simply a chronological one. Evidently this study is based on some previous knowledge of the French nation, because, in solving the problem of how it happened that France became a distinct nation, the pupils are to "review in the textbook" the beginnings of France. Such a thing would be practically impossible because, in the majority of the elementary schools, the historical study is confined wholly to the United States.

In the report on the High Schools of Massachusetts, for 1913,* it was recommended that, in view of the increasing attention being given to the social studies, at least two years should be devoted to them in the high schools, in order to give satisfactory preparation for citizenship. If possible, three or four years should be given to these studies. In the first year, community civics, with a survey of vocations and a specific study of the high school itself,

(I) COmmonwealth of Massachusetts Bulletin of the Board of Education, 1919, no. 7.

should be given;history,up to 1700,in the second year;European history,since 1700,treated as a study of nations,in the third year;and American history and problems of democracy,in the fourth year.

The field covered by the course up to 1700,in the second year,is much too broad,and would require careful selection of the most important and essential facts from the history of all nations. Furthermore,unless restricted to certain nations and to certain periods and events,the interest of the pupils will be destroyed by a study of peoples of little importance,with whom they will never have to deal again. The third year course is good,if it is confined to the important nations of Europe,as Great Britain and her colonies,France,Germany,Holland,and Belgium,and the important influences of Spain,Switzerland,Italy,and Russia. The community civics course is too restricted,although the plan of introducing a study of the high school as an institution is very good,in that it will help to bridge the gap between the elementary school and the high school,by explaining the aims,methods, results of the high school.

The history program in the high school should be adapted to the needs of the pupils in the college and normal course,in the commercial course,and in the general course. For the college course,United States history,with the fundamentals of community, state,and national civics,should be required for three periods

a week, during the first year, preferably on Monday, Wednesday, and Friday; modern history, since the seventeenth century, and extending to contemporary events, with emphasis on the development of the British Empire, France, Belgium, Germany, and on only those points in American, Russian, Italian, Turkish, and Balkan States' history which had a strong influence on the former nations, should be required in the second year, for three periods a week; mediaeval history, with special emphasis on the institutions of chivalry and feudalism, and the Crusades, should be offered as an elective, in the third year, for three periods; ancient history, with special emphasis on Greek and Roman development, should be required in the fourth year.

For the pupils in the commercial course, the requirements of the first two years of the college division should be maintained, but, in the third year, commercial and industrial history, with the fundamentals of economics, should be required, for three periods; in the fourth year, sociology may be offered as an elective.

For the general course, the requirements of the first two years should be the same, with sociology and economics required in the third year, three hours a week.

The requirements for all students should be the same, for the first two years, in order that all may leave the schools with a true understanding of the American nation, its ideals, methods, purposes, deficiences, and achievements; for, by making their own

nation intelligible,and by showing its relations to other countries,its dependence upon them,and its responsibility for them, the history course will send forth students,to whom the whole modern world,political,social,industrial,economic,and religious, is intelligible. The modern history course,in the second year, will further help to establish this world relationship. Mediaeval history should not be required,because it is of little value and interest to high school students. Ancient history should not come until the fourth year,because then the review,necessitated by the college entrance requirements,may be combined with the daily work,and the material so recently learned will be more readily recalled at the time of the examinations. When ancient history is given in the earlier years,several months must be spent for a rapid review,and,often,a rapid re-learning,of the history,in the fourth year,in addition to the required daily work. Ancient history should not be required of any students not in the college division,as it is generally uninteresting,unappreciated,and seldom used.

The history program for a high school with college,normal, commercial,and general divisions would then be as follows:-

(I) college and normal preparatory divisions.
year I. United States history and civics-3 hrs.
year 2. modern history,since I600-3hrs.
" 3. mediaeval history-3 hrs.,elective.
" 4. ancient history-3 hrs.

(2) commercial divisions.

year I. United States history and civics-3 hrs.
" 2. modern history, since 1600- 3 hrs.
" 3. commercial and industrial history- 3 hrs.
" 4. sociology- 3 hrs., elective.

(3) general divisions.
year I. United States history and civics- 3 hrs.
" 2. modern history, since 1600- 3 hrs.
" 3. sociology and economics- 3 hrs.

Since it is during the secondary school period that the pupils, with imagination and enthusiasms still keen, begin to desire to see a relationship between events, emphasis should be placed upon the unified arrangement and classification of facts. The material dealt with should be only the fundamental things which affect the interests of the pupils, by being illustrative of life; for, a historical phenomenon is important only in so far as it affects the common needs of men, and only in proportion to the extent and duration of its effect.

Therefore, whatever value history may contain depends on the subject-matter that is selected, the adaptation of the method of treatment to the age and capacity of the pupils, and the character of the pupils themselves. The fundamental aim, if considered to be to make the social, economic, and political world intelligible, in order that the individual may fit into society, will cause the selection of historical material to follow the principle that only those things are of value that reveal the common problems of society, and the means adopted in the past to solve them. Then, and only then, will it be true that "history is a window of the soul that looks out upon the deeds of the race."*

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